



JONESVILLE ELEMENTARY

350 New Hope Church
Jonesville, SC 29353

Grades	PK-5 Elementary School	
Enrollment	357 Students	
Principal	Rene Pryor	864-674-5518
Superintendent	Dr. Kristi V. Woodall	864-429-1740
Board Chair	Ms. Jane H. Hammett	864-427-7081

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Average
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

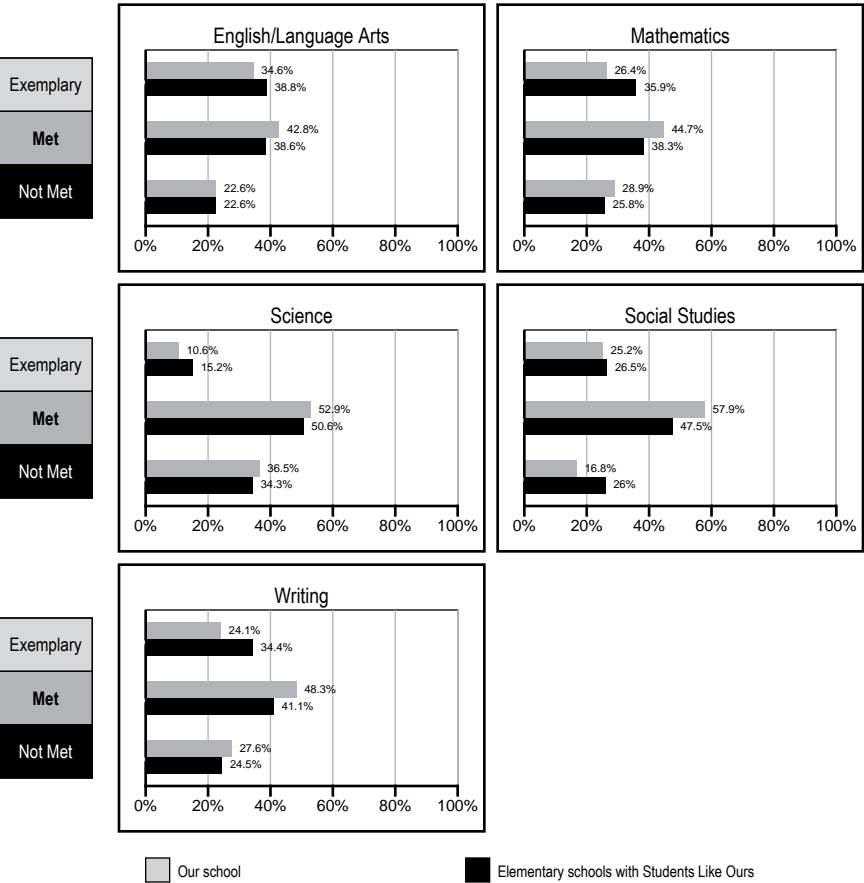
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
11	33	78	5	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=357)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Up from 2.3%	1.0%	1.1%
Attendance rate	95.5%	Up from 95.2%	96.0%	96.2%
Served by gifted and talented program	10.3%	Down from 12.2%	12.8%	13.4%
With disabilities other than speech	6.5%	Down from 8.4%	4.7%	4.1%
Older than usual for grade	0.0%	No Change	0.3%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	66.7%	Up from 63.3%	60.5%	62.5%
Continuing contract teachers	88.9%	Up from 86.7%	90.0%	88.2%
Teachers returning from previous year	85.3%	Down from 87.5%	87.9%	87.8%
Teacher attendance rate	95.5%	Up from 93.9%	95.1%	95.2%
Average teacher salary*	\$45,165	Up 1.8%	\$46,613	\$46,773
Professional development days/teacher	10.1 days	Up from 7.2 days	10.8 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	23.5 to 1	Up from 20.8 to 1	19.7 to 1	19.9 to 1
Prime instructional time	90.4%	Up from 88.6%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil**	\$6,584	Down 4.4%	\$7,351	\$7,447
Percent of expenditures for instruction**	66.1%	Down from 66.4%	67.8%	68.4%
Percent of expenditures for teacher salaries**	64.7%	Up from 61.4%	64.9%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The cornerstone of Jonesville Elementary/Middle School's successes for 2011-2012 involves the collaboration of dedicated faculty/staff, hard working students and committed parents. Through this collaborative effort, high expectations were set and exceeded throughout the year. This success is evident through the recognitions and accomplishments we received throughout the year.

Jonesville Elementary/Middle School's mission is to create the best quality education for all students. This mission is achieved by meeting all students' needs through providing quality and differentiated instruction in a caring and nonthreatening environment. As a result, Jonesville Elementary/Middle met 36 out of 36 objectives in order to meet Adequate Yearly Progress (AYP).

Data use drives our instructional program and has supported significant gains in student ELA scores as measured by the Palmetto Assessment of State Standards (PASS). 72.5% of students scored met/exemplary. Significant gains were shown in students meeting target growth in math and reading as measured by the Measures of Academic Progress (MAP). 78% of students met target growth for the year in one or more subject areas. Other accomplishments include: 95.5% passage rate on the English end of course test and 86.4% passage rate on the Algebra end of course test.

The outstanding faculty and staff at Jonesville Elementary/Middle School believe the academic success of our students is significantly dependent upon them. Each member works tirelessly to engage and meet the needs of the students through using state support documents as a framework for the curriculum. The teachers utilize a variety of assessments to measure students' progress. Through using the data to drive instruction, individual learning continuums are created for the students.

We are appreciative of our stakeholders for their willingness to support our shared vision in meeting the needs of students, teachers and the school. They play a vital role in the school community through supporting us as business partners, involved PTO and School Improvement Council and providing countless volunteer hours. The ongoing support and dedication is proves their commitment to all students.

Floyd Lyles, Principal

Danny Horlacher, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.0%	0.0%	No
Student attendance rate	95.5%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	173	100	22.1	41.7	36.2	85.3	79.4	82.4	Yes	Yes
Gender										
Male	89	100	24.7	47.1	28.2	83.5	76.8	78.7	N/A	N/A
Female	84	100	19.2	35.9	44.9	87.2	82.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	99	100	23.7	37.6	38.7	84.9	84.1	88.9	Yes	Yes
African American	69	100	21.5	49.2	29.2	84.6	72.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	84.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	23	100	47.6	14.3	38.1	66.7	45.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	81.8	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	29.4	42.9	27.7	80.7	75.7	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	173	100	28.2	43.6	28.2	84.7	83	81.9	Yes	Yes
Gender										
Male	89	100	28.2	38.8	32.9	84.7	81.6	79.9	N/A	N/A
Female	84	100	28.2	48.7	23.1	84.6	84.4	84.1	N/A	N/A
Racial/Ethnic Group										
White	99	100	22.6	45.2	32.3	86	87.9	88.9	Yes	Yes
African American	69	100	36.9	44.6	18.5	81.5	75.8	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	23	100	47.6	14.3	38.1	66.7	51	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	72.7	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	35.3	41.2	23.5	79.8	78.6	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	116	100	35.5	51.4	13.1	64.5	63.3	68.6
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Gender

Male	58	100	29.6	59.3	11.1	70.4	64.4	68.3
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Female	58	100	41.5	43.4	15.1	58.5	62.1	68.9
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Racial/Ethnic Group

White	64	100	25.9	56.9	17.2	74.1	72.1	80.7
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African American	49	100	50	41.3	8.7	50	49.9	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	66.7	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
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Disability Status

Disabled	17	100	40	33.3	26.7	60	29.5	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	I/S	60.7
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Socio-Economic Status

Subsidized meals	84	100	43	48.1	8.9	57	56	57.3
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Social Studies

All Students	113	100	16.5	56.9	26.6	83.5	67.4	72.5
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Gender

Male	53	100	19.2	51.9	28.8	80.8	67.9	72
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Female	60	100	14	61.4	24.6	86	66.9	73.1
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Racial/Ethnic Group

White	65	100	18.8	50	31.3	81.3	71.2	81
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African American	45	100	14.3	69	16.7	85.7	61.8	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
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Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
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Disability Status

Disabled	14	100	14.3	42.9	42.9	85.7	31.8	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	69.7
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Socio-Economic Status

Subsidized meals	85	100	20.7	62.2	17.1	79.3	61	62.9
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Abbreviations for Missing Data

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N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	63	95.2	27.6	48.3	24.1	72.4	63.9	73.2	95.5	95.4
Gender										
Male	33	97	29	54.8	16.1	71	57.4	67.2	95.7	95.2
Female	30	93.3	25.9	40.7	33.3	74.1	70.9	79.4	95.4	95.6
Racial/Ethnic Group										
White	36	97.2	15.2	60.6	24.2	84.8	71.9	81.5	95	94.9
African American	26	92.3	45.8	33.3	20.8	54.2	53	61.3	96.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.6
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	66.7	96.3	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	88.7
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	9.7	26	95.3	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	65.7	98.3	96.4
Socio-Economic Status										
Subsidized meals	46	95.7	32.6	48.8	18.6	67.4	59	63.2	95.3	95

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	55	100	20.8	32.1	47.2	79.2
	4	59	100	34.5	41.8	23.6	65.5
	5	51	100	26.7	40	33.3	73.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	13.7	29.4	56.9	86.3
	4	55	100	28.8	48.1	23.1	71.2
	5	63	100	23.7	47.5	28.8	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	55	100	32.1	32.1	35.8	67.9
	4	59	100	34.5	49.1	16.4	65.5
	5	51	100	35.6	42.2	22.2	64.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	54	100	19.6	23.5	56.9	80.4
	4	55	100	30.8	53.8	15.4	69.2
	5	63	100	33.9	52.5	13.6	66.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	28	100	50	34.6	15.4	50
	4	59	100	36.4	54.5	9.1	63.6
	5	26	100	30.4	47.8	21.7	69.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	100	20	60	20	80
	4	55	100	40.4	53.8	5.8	59.6
	5	32	100	41.4	41.4	17.2	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	27	100	22.2	44.4	33.3	77.8
	4	59	100	23.6	49.1	27.3	76.4
	5	25	100	45.5	36.4	18.2	54.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	27	100	18.5	44.4	37	81.5
	4	55	100	15.4	61.5	23.1	84.6
	5	31	100	16.7	60	23.3	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	55	100	32.1	35.8	32.1	67.9
	4	59	100	25.5	49.1	25.5	74.5
	5	50	100	33.3	40	26.7	66.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	63	95.2	27.6	48.3	24.1	72.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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